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ABSTRACT

This report describes the origin, purposes, and operation of the North Carolina Leadership Institute for Principals. Initiated in July 1979 by the State Superintendent for Public Instruction and supported by state funds, the institute develops programs that blend theory into practice, concentrating mainly on the development of leadership, communication, and human relations skills among principals. After describing the institute's background, goals and organization, the report devotes a section to each of the programs developed by the institute: (1) state-wide seminars on topics of interest to principals; (2) a peer-training program entitled "Even Champions Have Coaches"; (3) a business-industry liaison program; (4) a short-term internship program; (5) staff development by television; (6) technical assistance; (7) monthly and bimonthly newsletters for principals and assistant principals (sample issues included); (8) a year-long internship for principals to serve as executive assistants in the institute; and (9) an assessment center to assist school systems in selecting a principal and to help candidates gain essential skills. The final section summarizes the lessons learned and the changes made during the years that the institute has been in operation. Sample survey instruments and other pertinent documents are included throughout the report.(TE)

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North Carolina
Dept. of Public Instruction
1985

INTRODUCTION

The North Carolina Leadership Institute for Principals traces its origins to October, 1978. At that time, the then State Board of Education Chairman, David Bruton, sent a memo to the State Superintendent, Craig Phillips. In part the memo said, "The upgrading of principals' skills must be a top priority in the coming years. In my opinion, the State Board of Education and the Department of Public Instruction have a responsibility to provide services necessary to carry out such an effort. . . .

> The principalship is one of the most demanding jobs in education and the principal is the key to improving what happens with young people in our schools. A wise investment of staff development dollars for principals can pay huge dividends for our schools and communities. Funds for staff development activities are difficult to come by even in the best of times.. Pre-service experience with these individuals have been woefully inadequate and due to the constantly changing nature of the job, on-the-job training is a necessity. The diversity of school districts across our state presents another challenge in accomplishing this task; as do the sizeable differences in the nature of the job at the elementary, middle, and secondary levels. Despite these hurdles, we must quickly begin to help principals develop and maintain the skills necessary to carry out their job effectively."

With this request, the State Superintendent of Public Instruction requested funding from the General Assembly for a pilot project in 1979-1980, and the

Institute was initiated in July of 1979. The assumptions which guide the Institute include the following:

1. The Effective Schools research that says: (a) the principal must be the instructional leader of the school and (b) there must be an orderly, safe climate conducive to teaching and learning; has been the guide in selecting many of the offerings from the Institute.
2. The Institute can and will adjust its offerings based on the latest research and programs from the national as well as state level.
3. The Institute must also be responsive to the needs of principals as they perceive them. To meet these needs, a yearly needs assessment is developed, and program thrusts of the Institute are centered around priority areas identified by these yearly needs assessments.
4. The efforts are long-term in scope. A "one-shot" or short term series of meetings will not meet the needs of our principals.
5. The efforts are comprehensive in nature. Many varied types of programs will be offered to assist administrators.
6. On-the-job training activities are field-based, rather than a state-wide central site. Small numbers of principals meeting in the field are more effective.
7. The Institute develops programs which blend theory into practice, concentrating mainly on skills development in principals.
8. Certain basic skills are woven into the program thrust, such as leadership skills, principal as instructional leader, communication skills, and human relations skills.
9. Staff for the Institute is small and funded with state funds.

10. Permanent staff are supplemented by three practicing principals from local school districts who serve a one year internship in the Institute.

11. The Institute is tied directly to the State Board of Education through the Department of Public Instruction. The State Board is the logical funding agent with funding coming from the state legislature.

OPERATION:

After the pilot project year, 1979-80, the Institute was established on a permanent basis. There is a full time staff consisting of a director, assistant director and two consultants hired to run the daily operation of the Institute. This permanent staff is established as a separate division reporting directly to one of the assistant superintendents within the State Agency. The permanent staff is supplemented by three acting principals who served a one year internship. During this internship, the principals, called Executive Assistants, perform duties and functions similar to those performed by the permanent staff. The executive assistants were hired because of their knowledge of the principalship and their special areas of expertise which complement those of the permanent staff.

To ensure that the Institute continued to meet the needs and special concerns of principals, advisory councils to the Institute were established. Each region has an advisory council made up of one principal from each local education district within that region. The permanent staff meet regularly with the advisory councils to update them on the Institute's plans, to plan programs, and to receive input from the council on needed changes and directions for the Institute. The Institute continues to operate on this framework of staffing.

PROGRAMS

In order to carry out the assumptions on which the Institute was founded, many varied types of programs have been developed. Each of these programs will be described briefly.

SEMINARS

Since 1980, the permanent staff of the Institute has assessed the training needs of the principals across the state each year. This assessment takes place through a written survey which principals and other selected personnel complete as well as verbal feedback from selected individuals and the regional advisory councils.(see page 15). Based on the results of this assessment, the Institute designs 20-30 regional seminars for the principals.

In addition to seminars developed to address the identified needs of each region's administrators, the Institute sponsors 5-10 state-wide seminars of more universal appeal or topics the staff determines are important for principals based on the latest research.

The length of the seminars varies from ten to thirty contact hours. Once the topic for a seminar has been identified, the Institute attempts to find the most qualified personnel available to conduct the seminar. Over the years, the Institute has employed individuals from across the nation as well as those from within the state. Presenters for seminars include business consultants, college professors, private consultants, practicing administrators, and state agency staff members. (see pages 8-10 list of presenters)

Participants are given the opportunity to evaluate each of the seminars as to the presenter's effectiveness, knowledge of content, and presentation skills. The individual areas are evaluated, and a composite seminar rating is given. A 20 point rating scale is used with 20 as excellent and 1 as poor. The overall effectiveness rating for Institute seminars has been 18.0. Participants rate presenters effectiveness on a scale of 1-5 with 1 as high. The average rating 1.6. If a presenter or topic receives a low rating, the Institute staff carefully examines the participant's responses to ensure that the upcoming seminars will not have the same difficulties. (see pages 16-17)

In addition to evaluations of each seminar, participants are required to complete an Action Plan indicating specific application of the seminar's content to their on-the-job performance. There is then follow-up from the staff on certain selected action plans. (see page 18)

Costs per participant are figured including stipends, facility rental, break expenses, consultant fees and travel costs, and materials. Participant costs are, on the average, $110.00 for regional seminars, $85.00 for special seminars, and $100.00 for state-wide seminars.

Average attendance at each of the seminars is 40 participants. Many of the participants attend more than one seminar each year; however, in any given year, the Institute's seminars have consistently attracted approximately half of the State's principals or assistant principals.

The varied topics requested by the principals in the past included: evaluation, recognition of effective teaching practices, discipline, leadership, management, time and stress management, legal issues, supervision of the marginal teacher, and computer training. The present training topics are: administrators and change, effective schools, performance appraisal, supervising the marginal teacher, conferencing skills, growth plans, principal and staff development, conflict management, coaching and school improvement, and discipline.

STATISTICS, 1985-86:

SEMINAR/WORKSHOP	NUMBER
Facilitated:	
25 TPAT	984
25 Regional	642
10 State-wide per year	268
Total	1894
Presented:	
34 LEA	1391
3 Regional	130
1 State-wide	47
Total	1558
(90% of attendees are administrators)	
Total participants in all seminars	3453

PRESENTERS

(Listed only in first year of presenting, not repeated if they present in subsequent years.

1981:

Bruce Read, President, Educational System Associates, Tucson, Arizona

Steven Douglas, Psychologist, Whitstom Medical Center, Columbus, Ohio

Guy Birchfield, Chairman, Department of Administration, Western Carolina University

Roland Nelson, Professor of Education, UNC-G

Don Punger, Attorney, Winston-Salem/Forsyth County Schools

John Kackley, Director, Positive Alternatives to School Suspension, St. Petersburg, Florida

Janet Robinson, Lee Canter Associates, Los Angeles, California

George Rogister, Attorney, Raleigh

Richard Swartz, Attorney, Raleigh

Bob Pittillo, Associate Professor, School of Education, Duke University

1982:

Barry Roberts, Associate Professor of Legal Studies, UNC-Chapel Hill

John H. Strange, Professor, Public and Community Service, The University of Massachusetts

Margaret Gayle, SDPI Consultant

Ray Cox, Professor, School of Education and Psychology, Wake County

Ed Pino, Private Consultant, Littleton, Colorado

George Redfern, Consultant, NAESP, Washington, D. C.

J. Milford Clark, Associate Dean, School of Education and Psychology
Western Carolina University

Wayne Scott, President, Gaston College, North Carolina

1983:

Carol Helstrams, Consultant, Canter and Associates, Los Angeles, California

Fred Fertlin, Professor of Secondary Education, Youngstown State University , Ohio

Clara B. Ingalls, Staff Development, Orange County, California

John Hoyle, Professor Dept. Education Administration, Texas A & M University, Texas

Elizabeth C. Bunting, Assistant Attorney General

Edwin A. Speas, Special Deputy Attorney General

Andrew A. Vanore, Senior Deputy Attorney General

Jim Sweeney, Associate Professor, Education Administration, Iowa State University

Marvin Wyne, Professor, Special Education, Department of Education, UNC-Chapel Hill

Paul Berrier, Vice-President for Administrator, Gaston College, North Carolina

Ruth McSwain, Education Consultant, Wilmington

Jim Slezah,Executive Director, Associate for California School Administration, California

Norman Hall, Superintendent, Texas

James E. Melvin, Superintendent, Florida

Jim Huge, Consultant, Colorado

Erlene Minton, Staff Development Coordinator, Orange County, California

Thomas Good, Professor of Education, University of Missouri

Roland Barth, Director, Principals Center, Harvard University

C. Todd Strokmenyer, Education Division Specialist AEL, West Virginia

1984:

Mike Hickey, Superintendent, St. Louis Park, Missouri

Michael E. Cashman, President, Cashman Consulting Corporation, New Jersey

Virginia Rath, Director of Staff Development, Omaha, Nebraska

Roger E. Jona, Principal, Lynchburg, Virginia

James Shinn, Director Employee Personnel, Fairfax County Schools, Virginia

Shirley B. Stow, Education Consultant, University of Iowa

Ronald D. Valenti, Superintendent, Rye, New York

Ivan W. Fitzwater, President, Management Development Instruction, Inc., Texas

Tom Hurysz, IBM, Raleigh

Paulie Brading, Principal, West Hartford,Connecticut

Shirley M. Hord, Assistant Director, R&DCTE, University of Texas

Richard L. Curruin, Consultant, Discipline Association, California

1985:

Pat R. Wolfe, Director of Instruction, NAPA County, California

Frederick W. Racey, Consultant, Raleigh

Helen McIntyre, Principal, Seattle, Washington

EVEN CHAMPIONS HAVE COACHES

The Institute has developed a unique peer-training program "Even Champions Have Coaches". This program is in its second year of operation. The training program was established with the following rationale.

1. During the upcoming years, building principals will be expected to implement innovative practices in curriculum, staff development, staff patterns and evaluation.
2. Principals will have training in procedures to implement innovations so that maximum benefits may be derived from these innovations.
3. The most efficient way to delivery training is to use the pyramid model. That is, a cadre of people are trained to train others.
4. A successful training model is one in which peers train peers (i.e., using principals to train principals).
5. Following this proposed model, each educational region will have a cadre of experts available as resources for consultation, planning, or training concerning the implementation of innovations.
6. Training which affects educational practices moves beyond the introduction of knowledge into skill development and the implementation of new practices. To bring about change in behaviors or to develop new skills, a training experience must incorporate several facets. These were included in the seminar training design. They include:
   A. The activity must be based upon research, theory, and the best educational practice.
   B. The activity must encompass sufficient time for the transfer of learning through the practice of the new behaviors or skills.

C. The activity must allow for the implementation of new practices with feedback as to the progress.

D. The activity should focus on the individual school as the primary unit of change.

E. The activity should focus on the school principal as the support and reinforcement for the implementation of new knowledge, skills, and strategies.

F. The activity should have immediate, practical application toward school improvement.

G. The activity should be based on knowledge of adult learning theory.

H. The activity should include opportunities to improve and learn new methods of presenting.

Each year four successful practicing principals from each region are selected to participate in this long-range training activity. The criteria used for selection is that the principals must be:

-experienced as principals,

-recognized as successful by their peers and superintendent,

-experienced as presenters in staff development activities,

-poised speaker, and

-task oriented problem solvers.

The seminar plan is that the four principals, selected from each of the eight educational regions, participate in 5-6 training sessions, each a day and a half-long. Training sessions are planned through-out the year.

Between each session, the participants practice their newly acquired skills on the job in their home schools.

At the last training session, each participant develops an action plan which is implemented during the intervening two months.

At the end of the two months, the participants meet to share the results of their plans, to ask questions, and to clarify any concerns. The regional team then develops a training seminar for their region, using the previously developed seminar design and materials.

In the spring of the year or the fall of the preceeding year a seminar is held in each region using the seminar design and the cadre of four principals as presenters.

The cadre of four principals are then available to others in their local unit or region for consulting, planning, or further training.

Principals selected for the program receive the following benefits: (1) reimbursement for expenses in accordance with state regulations for per diem and travel rates, (2) expertise in a model for implementing innovations, and (3) recognition as a resource for consultation, planning, or training in their local unit or region. Local units with principals who participated in the program derived the following benefits: (1) training at little or no cost to the unit, and (2) a local person with expertise in a training model.

OTHER SEMINAR TRAINING

(1) In 1985 the Institute started another new direction in the area of training. The executive assistants and permanent staff members designed a series of training modules in which they are the presenters. Local school districts interested in the topics may choose those of most interest and benefit for their staff and the amount of time to be devoted to each topic. The Institute staff then arranges to conduct the training.

The training sessions available to date are:

.Adult Learning

.Presentation Skills

.Effective Schools

.Discipline

.Communication

.Effective Leadership

.Creative Problem Solving

.Time Management

.Stress Management

(2) The Institute staff has also been involved in the development, implementation, and training of four state-wide turn key training programs.

(A) Effective Teaching

(B) Teacher Performance Appraisal Training

(C) Mentor/Support Team Training

(D) Professional Development Plan Training

NORTH CAROLINA LEADERSHIP INSTITUTE FOR PRINCIPALS
1986-1987 TRAINING NEEDS SURVEY

GENERAL INFORMATION:

Check your **Role, Level, and Region**

Role:		Level:		Region:	
Superintendent	____1	K-5	____1	____ 1	____ 5
Central Office	____2	6-8	____2	____ 2	____ 6
Principal	____3	9-12	____3	____ 3	____ 7
Asst. Principal	____4	K-12	____4	____ 4	____ 8
		Other	____5		

DIRECTIONS:

Indicate your need for and your willingness to participate in training on the following topics by checking **1, 2, or 3** for each of the **TRAINING TOPICS.**

1 I would attend a **KNOWLEDGE LEVEL** seminar on this topic.

2 I would attend a **SKILL-BUILDING** seminar on this topic.

3 I would NOT attend a seminar on this topic.

TRAINING TOPICS:

1. **Problem Analysis** ____ 1 ____ 2 ____ 3
   - *To seek out relevant data*
   - *To analyze complex information*
   - *To determine important problem elements*
   - *To search for information*
2. **Organization** ____ 1 ____ 2 ____ 3
   - *To plan, schedule, and control work of others*
   - *To use resources optimally*
   - *To deal with a volume of paperwork*
   - *To deal with demands on time*
3. **Leadership** ____ 1 ____ 2 ____ 3
   - *To involve others in solving problems*
   - *To recognize when group requires direction*
   - *To interact with group effectively*
   - *To guide group to completion of task*
4. **Stress Tolerance** ____ 1 ____ 2 ____ 3
   - *To identify stressors*
   - *To select stress reduction strategies*
   - *To perform under pressure*
   - *To develop and maintain a personal support system*
5. **Oral Communication** ____ 1 ____ 2 ____ 3
   - *To plan a clear, concise oral presentation*
   - *To make clear oral presentations*
   - *To respond to questions effectively*
6. **Written Communication** ____ 1 ____ 2 ____ 3
   - *To express ideas clearly, directly, simply*
   - *To organize for quicker, more effective writing*
   - *To write appropriately for different audiences*

(over) ➜

7. **Conflict Resolution** ___ 1 ___ 2 ___ 3
   - *To identify different responses to conflict*
   - *To diagnose typical behaviors in conflict situations*
   - *To use conflict resolution strategies effectively*

8. **Delegation** ___ 1 ___ 2 ___ 3
   - *To identify steps in delegating*
   - *To evaluate employee's readiness*
   - *To communicate clear expectations*
   - *To maintain accountability*

9. **Conferencing** ___ 1 ___ 2 ___ 3
   - *To plan conferences*
   - *To listen actively*
   - *To ask clarifying questions*
   - *To paraphrase feelings*
   - *To give feedback*

10. **Evaluation** ___ 1 ___ 2 ___ 3
    - *To collect data on teaching*
    - *To analyze teaching*
    - *To evaluate teaching*

11. **Public Relations** ___ 1 ___ 2 ___ 3
    - *To identify leaders of client groups*
    - *To develop and maintain a network of contacts*
    - *To provide information to enhance the relationship between the school and community*

12. **Negotiation** ___ 1 ___ 2 ___ 3
    - *To identify appropriate use of negotiation*
    - *To identify negotiation strategies*
    - *To develop personal negotiation style*

13. **Instructional Leadership** ___ 1 ___ 2 ___ 3
    - *To set instructional goals*
    - *To guide development of curriculum*
    - *To provide feedback concerning staff performance*
    - *To develop inservice based on staff needs*

14. **Climate** ___ 1 ___ 2 ___ 3
    - *To establish a positive/open learning environment*
    - *To maintain a positive/open learning environment*
    - *To motivate students/staff*
    - *To bring about social integration of students/staff*

OTHER TOPICS:
If you have other topics to meet your specific training needs, please list them below:

_____

_____

Return to
Coordinator for Personnel Services
Regional Education Center
before
March 12, 1986

SD-26A
REVISED EDITION

PARTICIPANT EVALUATION OF THE STAFF DEVELOPMENT ACTIVITY

Instructions

Each participant in this staff development activity should evaluate the quality of the activity by checking whether he/she Strongly Agrees, Agrees, is Undecided, Disagrees, or Strongly Disagrees with each of the statements below. (The director of the activity should summarize for the group and record the results in Section I of the Evaluation Report Form SD-26.)

Strongly Disagree	Disagree	Undecided	Agree	Strongly Agree	
					1. The activity objectives were related to my educational concerns.
					2. The activity objectives were related to practical educational application in my specific job setting.
					3. The activity had some outstanding components which were unique or innovative.
					4. Presentations were well organized.
					5. The program schedule was well adapted to my educational needs.
					6. My questions were satisfactorily answered by personnel conducting activity.
					7. Meeting facilities were suitable.
					8. The strategies utilized, including instructional resources, were appropriate for meeting the stated objectives.
					9. Overall, personnel conducting the activity exhibited the qualities essential to the success of the workshop. (Consider creativity, specialized knowledge, communication skills, and the like.)
					10. Overall, the activity was a successful training experience for me.
					11. Adequate provisions were made for me to provide feedback to the personnel conducting the workshop.
					12. Adequate provisions were made for me to identify needs which were not previously identified.
					13. As a result of this staff development activity, I will alter my educational behavior in a more positive direction in my specific job setting.

Comments: _____

_____

_____

_____

_____

JEH/shw
4/78

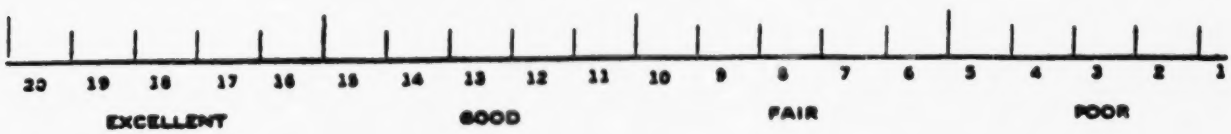
I. STAFF EVALUATION (Indicate degree of effectiveness of all presenters)

Presenter	Ranking	Degree of Effectiveness (Very Effective 1 2 3 4 5 6 7 8 9 Not Effective)
_____	_____	1 2 3 4 5 6 7 8 9
_____	_____	1 2 3 4 5 6 7 8 9
_____	_____	1 2 3 4 5 6 7 8 9
_____	_____	1 2 3 4 5 6 7 8 9

Comments: _____

_____

II. COMPOSITE EVALUATION (Indicate your overall feeling about this seminar by placing an "X" on the scale)



Comments: _____

_____

III. The thing I liked best about this seminar was _____

_____

_____

_____

IV. The thing I would change about this seminar is _____

_____

_____

_____

BSD/tpr
7/85

A CHECKLIST FOR ASSESSING CONSULTANTS

NAME_____ TITLE_____
ADDRESS_____ TELEPHONE ( ) -
SEMINAR_____ LOCATION_____ DATE_____
TOPIC OF PRESENTER_____

I. ASSESSMENT OF CONSULTANT:

Rating scale: 1= outstanding; 2= above average; 3= average; 4=mediocre; 5=poor

A. Content delivery

Uses active involvment techniques.	1 2 3 4 5
Avoids straight lecture method.	1 2 3 4 5
Maintains balance between group participation and presentation of information.	1 2 3 4 5
Demonstrates ideas and strategies with school examples.	1 2 3 4 5
Demonstrates materials that have immediate use in administrative practices.	1 2 3 4 5
Presents information relevant to administrators.	1 2 3 4 5

Comments:_____

_____

B. Professional Competence

Is knowledgeable about the topic.	1 2 3 4 5
Has clear objectives in mind.	1 2 3 4 5
Is well organized.	1 2 3 4 5
Keeps on schedule.	1 2 3 4 5
Explains procedures and gives directions for all activities	1 2 3 4 5
Adheres to the topic.	1 2 3 4 5
Uses audio-visual materials skillfully.	1 2 3 4 5
Allows time for questions.	1 2 3 4 5
Provides opportunity for practice.	1 2 3 4 5
Provides relevant handouts.	1 2 3 4 5

Comments:_____

_____

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C. Personal Influence

Is enthusiastic and interested in the topic itself	1 2 3 4 5
Is dynamic and stimulates excitement.	1 2 3 4 5
Relates to group in an open, honest, and friendly way.	1 2 3 4 5
Answers questions patiently.	1 2 3 4 5
Avoids alienating participants by talking down to them.	1 2 3 4 5
Possesses a sense of humor.	1 2 3 4 5

Comments: _____

_____

D. Arrangements

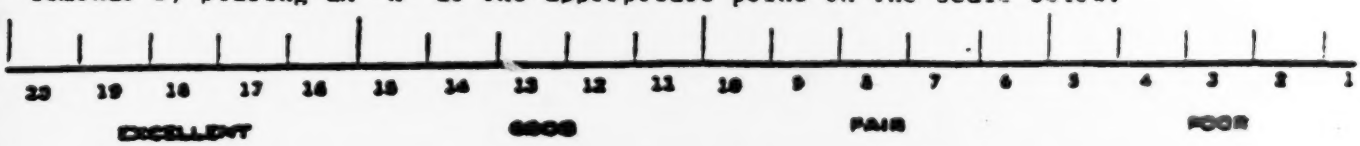
Assesses needs of group in advance of presentation.	1 2 3 4 5
Uses seating arrangements appropriate for group size and type of activity.	1 2 3 4 5
Attends to comfort of group.	1 2 3 4 5
Gives breaks as needed.	1 2 3 4 5
Adjusts noise levels as needed.	1 2 3 4 5

Comments: _____

_____

II. Facilitators General Comments:

A. Facilitator's Composite Evaluation: Indicate your overall reaction to this seminar by placing an "x" at the appropriate point on the scale below.



b. What type of follow-up do you recommend for this seminar session?

_____

_____

_____

C. Would you recommend using the presenter again? Yes_____ No_____

Comments: _____

NORTH CAROLINA LEADERSHIP INSTITUTE FOR PRINCIPALS

ACTION PLAN

Please complete. Retain the white copy for your files. Return one copy to the seminar facilitator.

A.

NAME _____ POSITION _____

NAME OF SCHOOL _____ LEA _____ REGION _____

SCHOOL ADDRESS _____

_____

_____ ZIP CODE _____

WORK TELEPHONE NUMBER (_____) _____ DATE _____

SEMINAR TITLE _____ DATES HELD _____ LOCATION _____

B.

List the major ideas, practices or skills you have gained from this training seminar.

1 _____

2 _____

3 _____

4 _____

C.

Choose one or more of the items listed in Section B and develop an Action Plan for each item selected. Your plans to implement the Action Plan should describe instructional and managerial changes on your job as a result of this seminar.

List the ideas in Section B on which your Action Plan will focus	What specific strategies will you use to bring about these ideas?	What resources (human and material) are necessary to bring about these ideas?	By what date will these ideas by implemented?

18

and assistant principals are reimbursed at the state per diem rate by the Institute. The business/industries that have been most involved in this program are: Burlington Industries, Carolina Power and Light, IBM, Southern Bell, General Electric, Ciba-Geigy, and Duke Power.

Approximately 500 administrators have participated in this program during the four years it has been in operation. This program has several advantages. Principals and other administrators are provided training opportunities in very specific areas of need as determined by themselves or their supervisors. Training takes place with participants who are in the business world. This gives the administrators a different perspective from that which they usually receive in training seminars where most of the participants are fellow educators. The participants from the businesses have seen a similar but distinct difference in their management roles and those of the educators, particularly in the area of number and variety of employees supervised.

THE SHORT-TERM INTERNSHIP PROGRAM

This program is designed to provide professional growth for principals and assistant principals who desire to learn from a visit to another school or educational agency. Administrators interested in this program determine their needs and design their own internship. The Institute then assists the applicants in locating and arranging visits to schools or agencies having the resources to meet the administrators' needs. The visits average 2 days in length.

Since the 1982-83 school year, the Short-term Internship Program has assisted 106 principals and assistant principals in arranging and paying for visits to other schools/agencies. The Institute has assisted an additional 48 in arranging visits that were either paid for by local units or the person accompanied a colleague who was reimbursed. The total cost of the program during this period was approximately $7,882.00, a cost of $74.00 per person. On all visits the participants rate the effectiveness at 9.5 on a scale of 10 high and 1 low.

During the first three years of the programs (1980-1983), approximately 65% of the requests were in the area of computer use. As administrators became more familiar with the Short-term Internship Program and its concept, the requests began to vary widely. By the 1985-86 school year, there was no dominant area of request; requests covered the full spectrum of school administration and educational programming.

Topics and number of participants are:

Microcomputers	51
Alternative Learning	15
Discipline	18
Middle Schools	16
Leadership	11
Evaluation	12
Volunteer Programs	7
Subject Area (Math, Science)	8
Student Activities	2
Improving Self Concepts	1
Early Intervention	2
Others	11

Participant Evaluation of Short-Term Internship Program

Participant: _____

Site Visited: _____

Contact Person: _____

Topic of Interest: _____

Dates of Visitation: _____

Instructions: Participant should rate each statement below by checking the appropriate number according to the following scale: (1) Superior, (2) Excellent, (3) Good, (4) Fair, and (5) Poor.

1	2	3	4	5

1. The site visited was applicable to my request.
2. Objectives of their program were well defined and easily identified.
3. The Short-Term activity is applicable to my job situation.
4. The program had outstanding components which were unique or innovative.
5. Program activities were well scheduled.
6. My questions and concerns were satisfied.
7. Person conducting the activity exhibited excellent qualities essential to the success of the program.
8. Provisions were made for feedback after completion of activity.
9. This program has positively influenced my educational behavior in my specific job setting. (explain below)
10. I recommend this visitation to other interested principals and assistant principals. (explain below)

Comments and suggestions for improvement: _____

_____

_____

_____

_____

STAFF DEVELOPMENT BY TELEVISION

One of the most flexible and accessible forms of staff development service provided by the Institute for Principals is educational television programming. It is as available as the nearest TV monitor, and, when coupled with video recording capabilities, it has the flexibility of delaying broadcast to a time which best suits the staff development needs of local school units.

In selecting our programming material we place the highest priority on those locally produced and packaged series which we believe will have the greatest impact on the education of children.

"On and About Principals" is a monthly series produced by the Institute in cooperation with the Division of School Television. Each program in the series is aired statewide three times per month, with four additional, live tele-conferences directly following the broadcast of those programs considered most appropriate for receiving direct, immediate, and broadbased feedback. The primary audience for "On and About Principals" is building-level administrators. However, the viewing audience includes teachers, central office personnel, college students , staff and community members. The format for "On and About Principals" is a panel discussion orchestrated by two co-hosts. Topics for the series are selected on the basis of the surveyed and evolving needs of principals and assistant principals in the areas of instruction, legislative action, training, special events and educational mandates. Programs have been devoted to such topics as Children In Crisis, The

Basic Education Program, Dropout Prevention, and Teacher Performance Appraisal. Guests have included building administrators, doctors and therapists, state department personnel, and educational consultants. Governor James G. Martin was a special guest on the February, 1986 program hosted by State Superintendent, A. Craig Phillips. On that program Governor Martin officially proclaimed 1986 as "The Year of the Principal."

The Institute offered two additional "package" programs in 1985-86: "Dealing In Discipline" and "Aide-ing In Education". The former is a twelve-program series covering such topics as coping with conflict, discipline and the law, and constructive confrontations. The latter, "Aide-ing In Education," is a eleven-program package dealing with such critical instructional areas as motivation, retention, differentiating instruction, and practice. "Aide-ing In Education" is based on the work of Madeline Hunter and is aimed at building a cooperative, collaborative partnership between classroom teachers and their aides.

Study guides/trainers manuals for both "Dealing In Discipline" and "Aide-ing In Education" have been written by the Institute.
They have been made easily available to LEAs so they may conduct staff development activities for their schools utilizing local personnel as trainers. As of January, 1986, 36 local units have initiated and conducted staff development activities employing the two series and the accompanying teachers' manuals. Over 500 manuals for each series have been requested and delivered to schools across the state.

Production costs for "Dealing In Discipline" were approximately $1000.00 and

costs for "Aide-ing In Education," approximately $2000.00. It is critical to point out that air time, professional directors, technicians, and crew members very costly commodities - - have been donated to us by the UNC Center for Public Television. In addition, crew members and camera operators are communications students from the University who are receiving on-the -job training as crew members.

The outlook for 1986-87 is exciting! The Institute will continue to produce "On and About Principals" with four tele-conferences built into the series. "Dealing In Discipline" will be offered as a non-broadcast series with our providing copies of the programs and study guides to requesting LEAs. Because of its popularity, "Aide-ing In Education" will continue to be offered as a public television broadcast series. Additional study guides will be printed to accommodate 1986-87 requests.A new "package" series, "Teaching for Thinking: Creativity In the Classroom," will be aired in 1986-87 at a broadcast cost of approximately $4000.00. The series demonstrates techniques and strategies for creating situations in which students must organize, analyze, synthesize, evaluate, guess, imagine, classify, and interpret; in other words helping students learn to think for themselves. Again, as in the past, the Institute will write, publish, and deliver a study guide/trainers manual to accompany the series."Education News Update" willset its sights on those issues and happenings that are important for today's educator NOW ! The program will air for 15 minutes every two weeks. If the program had a motto, it would be: "Hear it today, use it tomorrow!" It serves children through educators who recognize the need to remain current in a complex, ever-changing educational landscape.

Staff Development through television has been, is, and will continue to be an exciting, cost-effective, flexible, and utilitarian method of satisfying the training needs of North Carolina's cadre of educators and support service personnel.

TECHNICAL ASSISTANCE

Probably nothing in the offerings of Institute services is as multifaceted, broad-based, and unpredictable as the area of technical assistance. Requests range from the simple task of providing pamphlets, requested over the phone to the more sophiscated stint of arranging for and providing three-day training activities in an area of identified need. There are approximately 300 requests for technical assistance each year. Requests come in by phone, mail, and word-of-mouth from LEAs, individual schools, teachers, principals, IHE, state agencies, OEAs, and individuals with no direct school affiliation. Some of the services resulting from technical assistance requests are: workshops; borrowing tapes, books, and study guides; pamphlets, brochures, and program descriptions; speeches; service presentations; facilitating services; lists of presenters, contact persons, resource persons; and myriad consultation services provided over the phone or via on-site visits.

The Institute established a "data bank" of exemplar programs or individuals to make the process of locating programs and responding to requests more efficient. Although visits provide the best opportunity for professional growth, some administrators are able to get helpful information by discussing their concerns over the phone with someone referred to them from the "data bank." Principals names kept on file in the "data bank" have expressed a willingness to discuss their programs or share their expertise with other administrators across the state. Administrators who contact our office for information about certain programs but do not wish to visit, are given the names and phone numbers of other administrators who will share with them.

In 1985-86 the Institute had requests from Illinois, Georgia, New Jersey, Kentucky, New York, California, South Carolina, Florida, Alaska, Colorado, Virginia, Massachusetts, Texas, Louisiana, and Canada. Often out-of-state inquiries are from their departments of public instruction or universities and generally include requests for information about our training programs and the organization and operation of the Institute. The Institute is recognized nationally as the leader among quality and quantity of services provided to principals.

Technical assistance, however, is not a one-way street. Each contact made with us enhances our understanding of the needs of the educational community ranging from a small school to a large urban high school or university, and all the points in-between.

If an analogy had to be drawn regarding technical assistance, it would be to the auto who pulls into a service station to get gas, an oil change, and the windshield cleaned. They need the service to keep running smoothly and to better see what's down the road. And, they need the service right away if they are to avoid stalling of breaking down.

NEWSLETTERS

The Network

The NETWORK is a newsletter published monthly for principals and assistant principals. Its main emphasis is to inform school level administrators of services offered by the Institute as well as other staff development activities relevant to their needs and interest. Items of interest and pertinent to the principalship, such as recent court decisions, are also included.

The Spearhead

The SPEARHEAD is a newsletter published bi-monthly for superintendents and central office personnel, particularly staff development coordinators. Its primary focus is on information that will help facilitate providing better staff development activities at the LEA level.

The Network

Division of Staff Development/
Leadership Institute for Principals

NORTH CAROLINA DEPARTMENT OF PUBLIC INSTRUCTION / RALEIGH, N. C. 27611 733-2095 / 733-3092

Volume V No. 9 | May 1985 | Editor: Clara M. Boswell

"Principal As The Instructional Leader"

We are pleased to inform you that the "1/2" VHS videotape, "The Principal as the Instructional Leader" from ASCD is now available for your use. Send your written request to:

Division of Media Support Services
North Carolina Department of Staff Development
Raleigh, N.C. 27611

Your request should indicate title and date needed. Please indicate alternate dates when possible. You will be notified in writing whether the tape is available when you requested it.

Do not telephone your request except in emergencies. Telephoned requests increase the possibility of error and overburdens the limited staff.

* * * * * * * *

Reminders

The Statewide Seminar "Clinical Supervision, Help Teachers Teach Smarter, Not Harder" has been planned as part of Region 7's Administrator's Annual Workshop. This seminar is to be held on June 18-19, 1985 in Swannanoa on the campus of Warren Wilson College. Registration is being offered on a first-come, first-serve basis to participants outside of Region 7. You may register for it as you would any other NCLIP Seminar. Send your registration to this office.

Since you will be in the area, Region 7 extends an invitation to you to attend the 15th Annual Administrator's Workshop on June 20-21. If interested contact Peggy Swofford at Northwest Regional Education Center (919/667-2191).

* * * * * * * *

Region 3 will be having its Administrator's Staff Development meeting on June 19-20, 1985 at Mission Valley. The theme of the meeting will be "Management in the Educational Setting". Regional pre-registration was mailed in April. Contact Brenda Phelps at Central Regional Education Center for further information (919/266-9282).

* * * * * * * *

"Even Champions Have Coaches II"

For the second year the Institute will be selecting principals from each region to be trained to become trainers in a specific topic area. "Even Champions Have Coaches I" deals with a change model. The new group of principals being chosen now for "Even Champions Have Coaches II" will be trained this summer and fall to deal with the "Effective Teaching" model being developed by the state at this time.

* * * * * * * *

Pilot/Field Test N.C. Career Development Plan

Preparations for the Pilot/Field Test of the North Carolina Career Development Plan continue with periodic meetings of the State Steering Committee. On February 1 and March 15, the group met for an update regarding changes in both teachers and administrators components which were recommended by the State Board of Education and to commence activities for making recommendations related to Pilot activities.

Since submission of the plan to Education Policy Council in November, the following changes have been made.

CEU - Whenever it appears, the phrase "Continuing Education Unit" (CEU) has been replaced with the phrase "Renewal Credit". This was done to coordinate changes in the certificate renewal process with requirements for continued professional growth as specified in the plan.

SUPERIOR - To assure that all understand that exemplary performance is expected in order for a person to move upward in status, the phrases with the "Better than Satisfactory and Exceptional Performance" have been replaced with the word "Superior". The intent was, and still is, that those in Level II shall be superior to those in Level I, and those in Level III shall be superior to those in Level II.

REVIEW PROCESS - In the administrators component a change has been made so that only the superintendent (or designee) will review and recommend an administrator for advancement in status. This will require a change in the law requiring annual examination of administrators "by other administrators and the people that he supervises". Similarly, for the teachers component, a change in the law is necessary to delete the requirement that peers from outside the LEA be involved in the process. This did not require a change in the plan as the earlier draft did not specify the use of the outside peers.

LATERAL INCREMENTS - Whereas the plan includes a 5% increment every two years for those who maintain the expectations for performance and professional growth expected for that level, the plan no longer includes this feature for administrators. Instead, the superintendent may withhold this increment for some and give more than 5% to others. The view here is that some deserve more than a 5% increase while others who otherwise might be eligible are not quite as worthy.

Results of sub-committee activities were reported to the total group at their meeting on March 15. Included was discussion about phase-in selection, criteria, identification of school-based review panels, their review process and needed policies, rules and regulations. It is expected that State Steering Committee Activities will continue during the 1985-86 school year.

The sixteen LEAs that have been selected to pilot the N.C.C.D.P. are:

Edenton-Chowan	Burlington	Perquimans
Orange	Greene	Charlotte-Mecklenberg
New Hanover	Salisbury	Roanoke Rapids
Alexander	Tarboro	Burke
Montgomery	Buncombe	Harnett
Haywood		

State Steering Committee members consist of a teacher and a principal and the superintendent or designee from each of these LEAs plus eight local school board members from across the State.

SPEARHEAD For Progress

Update from the Division of Staff Development/Leadership Institute for Principals
For Staff Developers in North Carolina Schools

Volume VIII, No. 3 February, 1986

Staff Development Conference A Super Experience

The Winter Conference for Staff Development Coordinators was well attended earlier this month (81 participants), and based on evaluation results, was a super experience for most participants.

Personnel Services, under the leadership of Bob Boyd, Assistant State Superintendent, provided a comprehensive update from the four divisions in that area.

Dr. Ron Valenti received an overall effectiveness rating of 1.59 for his presentation on "Supporting the Principal in Building-Based Staff Development". Approximately sixty (60) workshop participants submitted "Action Plans" from the Conference, indicating their intention of implementing the skills they developed as a result of the training.

Training For Mentors

Training for Mentors/Support Team Members for Initially Certified Personnel will be ready for dissemination to LEA training teams the first two weeks of August, 1986.

The Mentor/Support Team Training (M/STT) consists of six modules:

Rationale and Roles of the Mentor/Support Team
Building a Helping Relationship
Communication Skills
Teacher as an Adult Learner
Models of Assistance
Closure to the Relationship

A two member team from each LEA will receive four days of training initially, and then serve as turn-key trainers for their local unit. The delivery model recommended for local use is 24 hours spaced over time with practice on the job and feedback.

It is suggested that participants attend Effective Teaching Training and Teacher Performance Appraisal Training prior to participating in Mentor/Support Team Training.

Contact Jean Blackmon (919/733-4736) if you have questions.

Inservice Education Types

According to Martha McAdams and others, in the article "Inservice Types and Best Practices", teachers often respond with disdain and hostility toward efforts to provide them with inservice training".

Some of the disenchantment and criticism of staff development programs stem from misunderstanding the nature of inservice education. In attempting to clarify the matter, the authors have identified three basic INSERVICE EDUCATION TYPES:

1. Information Transmission, which is only designed to increase the knowledge of a specific group or individual.
2. Skill acquisition, which has the purpose of strengthening existing skills or imparting new one.
3. Behavior change, which has as its sole purpose, the development of desired behaviors that are in line with the goals of the inservice activity.

In addition, a careful review of the research on inservice education produced the following statements of "best practice" related to the three types mentioned above:

- Effective inservice is usually school-based rather than college-based.
- Administrators should be involved with the training and fully support it.
- Inservice activity should be offered at convenient times for participants.
- Inservice should be voluntary rather than mandatory.
- Rewards and reinforcement should be an integral part of the inservice program.
- Inservice should be planned in response to assessed needs.
- Goals and objectives should be clear and specific.
- Inservice activity should be directed at changing teacher rather than student behavior.
- Individualized programs are usually more effective than using the same activities for the entire group.
- Participants should be able to relate the inservice content to their "back home" situations.
- Evaluation should be built into inservice activity.

It should be apparent then, that if the intent of an inservice activity is to increase awareness, boost morale, or explain policy, Type 1 or 2 inservice should be successful. If the goal is to change teaching behaviors, Type 3 is the more appropriate choice.

For more information concerning the features of each type of inservice, consult the following publication, or the Division of Staff Development/LIP:
Martha McAdams and Others, "Inservice Types and Best Practices", Journal of Research and Development in Education, 18, No. 2 (1985), pp. 33-38.

New Staff Development Coordinators

The following have been assigned staff development responsibilities for their respective units:

1. Helen Wrenn, Staff Development Coordinator, Cumberland County Schools
2. Dr. Richard Ray, Assistant Superintendent for Support Services, Moore County Schools
3. Peggy Barnhardt, Associate Superintendent, Davidson County Schools

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Dr. Lee Grier, Director
William T. Newkirk, Editor

EXECUTIVE ASSISTANTS

Since 1979, three principals a year have been selected to serve a one year term as an Executive Assistant in the Institute. Each year those interviewed are chosen so that the group of three as close as possible are representative of the principalship in North Carolina. These criteria include: (1) knowledge of the principalship; (2) building grade level (elementary, junior, senior); (3) race; (4) sex; and (5) region of the state. Each principal chosen must currently be a practicing principal in North Carolina and has the superintendent's permission to serve the Institute. The Institute pays the year's salary, as well as moving expenses.

The benefits to the principals include expanding their knowledge of programs and services available throughout the state and nation; broadening their knowledge and skills in the principalship; participating in outstanding educational seminars; and having some input on the programs available to fellow principals.

The benefits to the Institute include current, practical, up-to-date input and feedback on the needs and concerns of principals, as well as new areas of expertise that each principal has which supplements the permanent staff.

The executive assistant role has changed over the years. Originally, their job description was loosely defined. It included doing some planning for upcoming seminars, handling the paperwork on each seminar, facilitating the seminars on

site, assisting with office operations, and providing feedback on the principalship.

The role has recently changed to one that includes more planning of institute services, direct delivery of training, writing of programs and papers, and greater involvement in professional growth activities. The most recent job description includes the following:

(1) Develop or expand on an already existing area of expertise that can be developed into a seminar of 6-15 hours in length. This seminar will be made available to local districts.

(2) Write a paper (5-10 pages in length) on some aspect of the principalship. The topic must be approved by the director. The paper will be distributed to other principals in the state.

(3) Serve as a member of designated committees within the education agency and the state.

(4) Attend at least two State Board of Education meetings.

(5) Attend the State Superintendent's Winter Conference for local school superintendents.

(6) Attend your regional Superintendent's Council one time and another Regional Council one time.

(7) Attend one of your regional Staff Development Coordinators' meetings and if possible another region's meeting.

(8) Attend one Principal's Advisory Council Meeting in your region and one in another region.

(9) Attend and be involved in the Statewide Staff Development Conference.

(10) Facilitate Seminars. You will be assigned approximately ten either statewide or regional seminars for which you must prepare materials and be the on-site facilitator.

(11) Facilitate special request seminars as designated by the director.

(12) Interview key people in various state agencies --particularly those in education. Key individuals will be identified by the director.

(13) Be a member of one state accreditation visit to a local school district.

(14) Visit national headquarters of approved education organizations (i.e., NASSP, NASE).

(15) Take part in the Education Policy Fellows Program

(16) Receive training as an assessor in the Assessment Center.

(17) Visit the North Carolina School of the Arts and the Science and Math School.

(18) Visit another state's Principal Center.

(19) Be familiar with our state's Staff Development policies and procedures.

(20) Receive training in adult learning, workshop design, and presentation skills.

(21) Assist in designing a leadership/management training seminar.

(22) Attend training in Effective Schools and conduct at least one seminar on the topic for other principals.

(23) Receive training in the North Carolina Teacher Effectiveness Model and conduct at least one seminar for other principals.

(24) Assist with the planning of next year's seminars to be offered by the Institute.

(25) Coordinate the Short-term Internship Program.

(26) Assist with the planning and production of a legal issues video tape.

(27) Prepared the training guide to accompany one of the television programs sponsored by the Institute.

(28) Conduct appropriate research and development activities on the principalship. These will be assigned by the assistant director.

(29) Assist one of the consultants with the Business-Industry Liaison Program.

(30) Publish the Institute's monthly newsletter, "The Network".

EXECUTIVE ASSISTANTS

Year	Executive Assistants	Where From	Where Now	Current Position
80-81	Richard Greene	Kings Mtn. City	Buncombe	Central Office
	Malcolm Brown	Shelby City	Buncombe	Principal
	Nancy B. Gibson	Forsyth	Forsyth	Principal
81-82	Russ Cotton	Pitt Co.	Robeson	Principal
	Joe George	Jones Co.	Craven Co.	Director, Housing Authority
	Chip Zullinger	Yancey Co.	Sampson	Superintendent
82-83	Michael Jordan	Wake Co.	Wake	Director, Instructional Services
	Oneva F. Alston	Halifax Co.	Wilson	Principal
	Curtis Rains	Wayne Co.	Jones	Superintendent
83-84	Artis Joye	New Hanover	New Hanover	Principal
	Ann Clontz	Burke Co.	Burke	Central Office
	Ray Oxendine	Montgomery	Montgomery	Principal
84-85	Kermit Buckner	Davie Co.	SDPI	Director, Principal's Assess. Center
	Clara Boswell	Edenton/ Chowan	Edenton/ Chowan	Principal
	John Ringo	Onslow Co.	Franklin	Principal
85-86	Tony Sasseen	Scotland Co.	SDPI	Exec. Asst.
	Gerald Whitley	Goldsboro City	SDPI	Exec. Asst.
	Steve Wrenn	Nash Co.	SDPI	Exec. Asst.

ASSESSMENT CENTER

The importance of the role played by the principal in an effective school has been documented by the research done in the past five years. Dr. James Conant said, "The difference between a good school and a poor school is often the difference between a good and poor principal." With organizations like the National Association of Secondary School Principals predicting that sixty percent of the nation's principals will reach retirement age in the next five years, how will North Carolina's school systems fill vacancies which occur at this vital administrative level? Hopefully, their methods will be better than those described by John Goodlad in A Place Called School when he states, "One need not look far to find that in many districts the selection and preparation of those selected for this important post (the principalship) is, to say the least, casual." The North Carolina Assessment Center is prepared to assist school systems in the selection of their principals and prepared to help individuals interested in the principalship develop essential skills.

Before examining the ways in which the North Carolina Assessment Center can assist local school systems, it will be helpful to examine the origins of the assessment concept. There is some disagreement as to just where assessment was first used to identify individuals for a certain role; however, it is known that during World War II, American intelligence officers used it in intensive sessions at a secret sit near McLean, Virginia, to train 5000 agents to spy on the enemy. They used an assessment procedure to screen potential spies for the qualities, such as stress tolerance and the ability to solve problems under pressure, needed to conduct clandestine operations. Douglas

Bray, who is generally acknowledged as the father of the assessment center, began his pioneering work at AT&T in 1956. From this beginning, twenty organizations were using assessment centers by 1970 when the article, "Assessment Centers for Spotting Future Managers," was published in the Harvard Business Review. Two years later, hundreds of organizations were using assessment centers, and today the number is in the thousands. The growth in the use of assessment centers and the proliferation of applications at all management levels can be attributed to the validity of the assessment center method and the fact that it has been found to be legally defensible in court cases.

In 1975, the National Association of Secondary School Principals (NASSP) responded to calls for assistance in identifying and developing potentially strong building administrators by launching its Assessment Center program. With the assistance of the American Psychological Association's Division of Industrial and Organizational Psychology, NASSP identified twelve skill dimensions with specific definitions that were found to be the most important characteristics of successful principals. These became the skills to be assessed. Next, simulation techniques and exercises were written into the center design to provide information for evaluating the twelve skills. These exercises simulate activities a principal experiences each day. Finally, a comprehensive and rigorous training program was developed to produce well-trained assessors who could administer the assessment process appropriately so that observed behaviors were properly interpreted.

It soon became obvious to NASSP and to the participating school systems that the information being generated by assessment was valuable in two ways. First,

it was an excellent way to guide individuals into developmental programs that would help them strengthen the skills they would need in the principalship. Secondly, it was an excellent way to evaluate an individual's skill and would be a valuable piece of additional information when vacancies in the principalship were being filled. This realization stimulated NASSP to seek funding to study the validity of their assessment process. In 1979, the Rockefeller Family Fund provided partial funding for a study which was done by Neal Schmitt at Michigan State University. This study was completed in 1981 and indicated that the NASSP Center has substantial utility for the selection of school administrators. The skills evaluated in the assessment center are related to success as a school administrator and most skills required by the school administrator's job are displayed during the assessment process. There is a statistically significant correlation between a participant's ratings in the assessment center and his ratings by superiors once he becomes a principal.

How does an assessment center work? Each assessment center uses NASSP materials and NASSP trained assessors to assess twelve candidates. Assessment centers begin on Sunday and end on Friday. The assessor team, consisting of seven assessors from LEA's and/or IHE's under the direction of a director and co-director from the North Carolina Assessment Center, meets on Sunday afternoon and evening to review NASSP materials and procedures. On Monday, the participants are observed as they perform in two leaderless group activities and in two in-basket exercises. On Tuesday, the participants are observed as they perform in a fact-finding exercise and during a personal interview. The participants depart Tuesday afternoon leaving the assessor team to write their reports on exercises they have been assigned to observe. Wednesday morning,

the assessor team begins its consideration of each participant's performance. By Friday afternoon, each participant's behavior will have been analyzed and evaluated and all information needed to write the Final Report will have been generated. The time assessors spend observing, writing and evaluating the candidates at each assessment center, ranges from sixty-five to seventy hours.

On September 1, 1983, the North Carolina State Department of Public Instruction and the National Association of Secondary School Principals (NASSP) entered into an agreement which made the NASSP Assessment Process available to North Carolina school systems. Under this arrangement, five assessment centers were conducted during the next two years. Following the departure of the North Carolina Assessment Center's first director, the Center was reactivated in November, 1985, and made a part of the Leadership Institute for Principals. Following three months of training and work in the assessment process required by NASSP, the Assessment Center staff began conducting assessment centers in February, 1986. Centers have also been conducted in March and April and are planned for June, July, September, October and November.

All state superintendents were notified of the reactivation of the Assessment Center in January, 1986. A packet of information was sent explaining the assessment process, describing the method by which they could participate, and listing the names of all LEA personnel already trained as assessors. Twenty-eight school systems have signed the agreement to be a part of the assessment process, and a number of others have indicated their intentions to participate.

nassp 1904 Association Drive
Reston, Virginia 22091

SKILLS TO BE ASSESSED

1. PROBLEM ANALYSIS	Ability to seek out relevant data and analyze complex information to determine the important elements of a problem situation; searching for information with a purpose.
2. JUDGMENT	Ability to reach logical conclusions and make high quality decisions based on available information; skill in identifying educational needs and setting priorities; ability to evaluate critically written communications.
3. ORGANIZATIONAL ABILITY	Ability to plan, schedule, and control the work of others; skill in using resources in an optimal fashion; ability to deal with a volume of paperwork and heavy demands on one's time.
4. DECISIVENESS	Ability to recognize when a decision is required (disregarding the quality of the decision) and to act quickly.
5. LEADERSHIP	Ability to get others involved in solving problems; ability to recognize when a group requires direction, to interact with a group effectively and to guide them to the accomplishment of a task.
6. SENSITIVITY	Ability to perceive the needs, concerns, and personal problems of others; skill in resolving conflicts; tact in dealing with persons from different backgrounds; ability to deal effectively with people concerning emotional issues; knowing what information to communicate and to whom.
7. STRESS TOLERANCE	Ability to perform under pressure and during opposition; ability to think on one's feet.
8. ORAL COMMUNICATION	Ability to make a clear oral presentation of facts or ideas.
9. WRITTEN COMMUNICATION	Ability to express ideas clearly in writing; to write appropriately for different audiences — students, teachers, parents, et al.
10. RANGE OF INTEREST	Competence to discuss a variety of subjects — educational, political, current events, economic, etc.; desire to actively participate in events.
11. PERSONAL MOTIVATION	Need to achieve in all activities attempted; evidence that work is important to personal satisfaction; ability to be self-policing.
12. EDUCATIONAL VALUES	Possession of a well-reasoned educational philosophy; receptiveness to new ideas and change.

NORTH CAROLINA STATE DEPARTMENT OF PUBLIC INSTRUCTION
ASSESSMENT CENTER PROGRAM

General Design

1. The North Carolina State Department of Public Instruction's Assessment Center Program is designed to assess the potential of candidates for the position of principal.

2. Eligible candidates for the Assessment Center Program include current employees of participating school systems and university graduate students. Eligible school system employees must possess a valid North Carolina principal's certificate and be recommended by the superintendent. Eligible university candidates must be graduate students in educational administration and be recommended by a designated official of the university. Individuals who are or ever have been employed in the principalship are not eligible.

3. School systems will use assessment center information in order to make available to superintendents and boards of education a more comprehensive body of information regarding a candidate's potential for success in the principalship. All personnel selection decisions regarding candidates will be made by superintendents and boards of education. University faculty will use assessment center information to provide career counseling to participating graduate students in educational administration.

4. Six assessors for each scheduled center session will be selected from the pool of trained assessors representing the participating LEA's, universities and the State Department of Public Instruction. Assessment centers will be directed by the staff of the North Carolina Assessment Center.

5. Twelve participants are assessed during each center session.

6. Assessment center reports are written by the assessors with the assistance of the director of the assessment center. Each assessment report contains:

   (a) A summary of the participant's strengths and improvement needs.

   (b) Developmental suggestions for the participant.

   (c) Performance ratings on each of the twelve skill dimensions assessed.

   (d) An overall performance rating for the participant.

   Receiving an overall rating of three or above on a five point scale would indicate that the participant is <u>ready now</u> to assume administrative responsibility. Additional training and experience would be recommended for anyone receiving a rating below three. However, the assessment center report does not preclude a participant from further consideration for employment. As stated in paragraph 3, selection decisions for school systems will be made by superintendents and boards of education.

7. Each participant receives a confidential feedback session in which strengths, improvements needs, and developmental suggestions are discussed. During this interview, a copy of the assessment report is provided to the participant.

8. The assessment report will be kept in confidential State Department of Public Instruction files for a period of five years. Only the Center staff, designated school system officials, and designated university officials may have access to the report. Additional distribution of the report will be made only at the written request of the individual.

9. Candidates will be considered for reassessment within a period of five years. Candidates for reassessment will be required to verify that they have received additional training and/or experience designed to improve skill performance. The selection of participants for reassessment will be considered on a space-available basis.

10. School systems and universities have the discretion to select participants to go through the center, but information on the Assessment Center should be circulated and posted so that those interested have an equal opportunity to apply with the proper official.

North Carolina Assessment Center Program

ASSESSMENT CENTER AGREEMENT

1. Terms of Agreement

This agreement for participation in the North Carolina Assessment Center by the participating school system, State Department of Public Instruction, and The National Association of Secondary School Principals (NASSP), shall be in effect for three years. At the end of the initial three-year period and with agreement of the parties, the contract will automatically renew annually.

2. Conditions for Participation

Pursuant to participating in the NASSP Assessment Center project, State Department of Public Instruction, National Association of Secondary School Principals, and the _____ School System agree to the following conditions:

The Superintendent of the _____ School System formally authorizes participation by designated personnel in the NASSP/North Carolina Assessment Center. This authorization is subject to final school board approval. Further the Superintendent agrees to the following:

(a) To recommend staff members to undergo training as NASSP-accredited assessors, and allow released time for training (four days) and for assessment duties (not more than two weeks per year).

(b) To pay travel and per diem of assessors and participants when they are being trained or are assessing.

(c) To select entry level candidates to undergo the assessment center experience and absorb costs of travel, lodging and meals.

(d) To maintain and use Final Reports according to NASSP-prescribed ethical standards.

I HAVE READ AND AGREE TO THE ABOVE

Date_____ _____
Superintendent of Schools

Date_____ _____
Representing North Carolina Assessment Center

SUMMARY

In the five years the Institute has been in operation 85-90% of all the principals in the state have been involved in some Institute program. Many topics that the Institute utilized in the seminars have been repeated by the local district for all of their principals and administrators. They have included: Assertive Discipline, Situational Leadership, Principal's Role in Building Based Staff Development, Supervising the Marginal Teacher, and Stress and Time Management. Local districts have also utilized many presentors first utilized in the state in an Institute program.

There have been many lessons learned and changes made during the years the Institute has been in operation.

(1) The length of most seminars should be no longer than two days in any week. Originally, the Institute offered seminars that were 3-4 days in length. Many principals commented that this was too long to be gone from their schools.

(2) Seminars should have one presenter or a team that carefully coordinates the program. The Institute seminars in the early years had multiple presenters. At time their programs were not coordinated and no one presentor had enough time to examine a topic in-depth.

(3) It should be designated whether seminars are for inforamtion dissemination, knowledge, skill development, or implementation. Administrators should understand what expectations to have from attendance at a seminar. The Institute originally designed seminars that were primarily for information dissemination or knowledge

development. These types of seminars have continued, but more skill development seminars have been offered recently by the Institute.

(4) In the early years, the Institute did not have staff representation in the regional offices of the Department of Public Instruction. The Institute now has access to a staff member in each region who represents and assists the Institute staff. There is an increased "regional" ownership of Institute programs with this design. The regional staff member has a good knowledge of regional concerns which helps the Institute better meet the needs of administrators in that region.

(5) The Institute originally scheduled seminars a half-year at a time with a fall-winter cycle and a spring-summer cycle. Recently, the seminars have been planned for the entire year. This gives the administrators an overview of the total seminar offerings from the Institute, allowing them to make better choices of seminars which they will attend.

(6) The Institute has recognized a communications problem among the various administrators across the state. The problem includes the principals' lack of understanding of up-to-date educational changes within the state that impact on their position or school as well as a "networking" gap among the administrators. To help remedy this the Institute has:

(A) a monthly newsletter entitled "Network" which is distributed to all principals.

(B) a monthly TV program "On and About Principals" which deals with current topics of interest to principals.

(C) A bi-weekly T.V. program which updates principals on the latest education news is starting in 1986

(D) regional principal meetings.

(E) special seminars on "Updates" of current programs.

(F) lunch served at all seminars to encourage dialogue and sharing among participants.

(7) The Institute's early seminars were all planned using consultants outside the Institute's staff. Many of the staff and the Executive Assistants have areas of expertise in leadership, management, and staff development. To capitalize on this expertise as well as providing "no cost" seminars to local school systems, the Institute now provides seminars designed and conducted by its staff.

(8) The Business Industry Liaison Program was originally conducted by announcing each business' program offerings and allowing principals to choose the specific program they wished to attend. This format was changed to better match the business program offerings and the principals interest in and availability for particular programs. Principals now apply for a topical area of program offerings. The Institute staff then determines the match for the business and principal. This format allows for more flexibility and ensures participants for the program openings made available to the Institute.

(9) An outgrowth of the Short-Term Internship was a need to identify outstanding programs, schools, and principals in the state. The Institute complied such a listing which is not only helpful to the Institute and its programs but for others interest in knowing about exemplary educational programs, schools or principals in the state.

(10) The sponsoring of the television programs has grown and changed over

the years. The Institute now changes the topics of its two content programs every three years. The "On and About Principals" program, produced by the Institute, has added a call-in segment in four different months to allow the viewers to have their questions answered immediately. In 1985, this program started to feature an outstanding school on each program.

11. With the addition of the assessment center as a part of the Institute in 1985 many new directions have started to occur, they include:
    (A) Candidates assessed are referred to Institute offerings as a way of enhancing weak skill areas.
    (B) Institute seminars will reflect skill areas where candidates assessments indicate needs for growth.
    (C) Opportunities to develop long range management training programs that focus on the skill areas which consistently emerge as needing improvement from the candidates assessed.
12. The Institute recognizes the need for training opportunities for central office personnel (superintendents, assistant superintendents, supervisors, directors). In 1985-86 seminars and Business/Industry Programs were made available to these groups. More offerings are planned for 1986-87.

The Institute has had a major positive impact on the states principals and assistant principals. The participants have constantly commented that the Institute offerings are among the best they have attended. In addition the Institute is recognized nationally as a leader among those offering training for principals; evidence of this includes:

1. request for assistance from other states starting principals centers or institutes.

2. visits to the Institute from out of state personnel to see and experience Institute offerings.
3. requests to present at national and regional conferences on the Institute programs (NASSP; ASCD; NCSD)
4. a request to write a chapter in a book on administrator training. The chapter described the Institute program.
5. serving on a national steering committee for those offering principals training.

The strengths of the Institute offerings are:

1. The ability to design and offer programs based on the assessed needs of principals
2. The wide variety of types of offerings allowing principals or the institute to select the best option (i.e., seminar, B-I, short term, T. V.)
3. The offerings can be specialized for principals in a particular region.
4. Programs are offered on the most current research or topics.
5. The low cost of offerings per participant
6. Having practicing principals on the staff for a year to give input and guidance to institute directions and programs.
7. Providing quick technical assistance to individuals with needs or concerns.
8. Working closely with the business community on the most updated training and allowing principals to experience how business handles problems that are similar to those experienced by educators.

9. Utilizing the knowledge learned from the assessment center to work with future principals.

10. Using the media (T.V.) to allow principals to offer in-service for their faculty as well as providing in-depth discussion on topics or programs of concern to educators.